

Marshall Elementary

1441 Marshall Ave.
Orangeburg, S.C. 29118

Grades	K-5 Elementary School	
Enrollment	734 Students	
Principal	Bryan Fogle	803-534-7865
Superintendent	Melvin Smoak	803-534-5454
Board Chair	Kalu Kalu	803-534-5454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	56	27	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	Yes
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

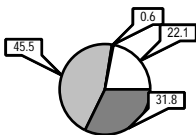
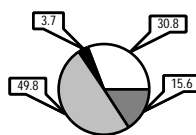
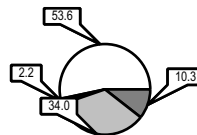
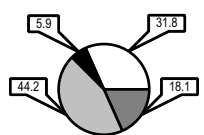
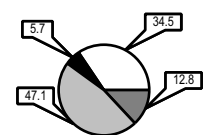
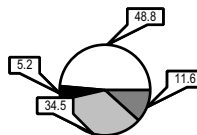
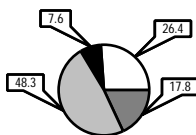
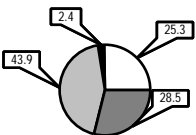
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	341	98.5	21.4	45.9	32.1	0.6	43.7	Yes	Yes
Gender									
Male	173	99.4	25.6	48.1	25.6	0.6	38.8		
Female	168	97.6	17.1	43.7	38.6	0.6	48.7		
Racial/Ethnic Group									
White	29	100.0	14.8	25.9	55.6	3.7	66.7	I/S	I/S
African American	299	98.7	21.8	47.9	30.0	0.4	42.1	Yes	Yes
Asian/Pacific Islander	8	87.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	306	98.7	20.7	45.3	33.3	0.7	45.6		
Disabled	35	97.1	27.3	51.5	21.2	0.0	27.3	I/S	I/S
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	339	98.5	20.9	46.2	32.3	0.6	44.0		
English Proficiency									
Limited English Proficient	7	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	334	98.8	20.8	46.0	32.6	0.6	44.4		
Socio-Economic Status									
Subsidized meals	244	98.4	24.2	47.5	28.3	0.0	39.5	Yes	Yes
Full-pay meals	97	99.0	14.7	42.1	41.1	2.1	53.7		

Mathematics – State Performance Objective = 36.7%									
All Students	341	99.1	30.4	50.2	15.7	3.8	36.4	Yes	Yes
Gender									
Male	173	100.0	28.6	53.4	13.0	5.0	36.6		
Female	168	98.2	32.3	46.8	18.4	2.5	36.1		
Racial/Ethnic Group									
White	29	100.0	18.5	51.9	25.9	3.7	51.9	I/S	I/S
African American	299	99.0	31.7	50.9	13.9	3.6	34.2	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	306	99.0	29.1	49.5	17.2	4.2	38.2		
Disabled	35	100.0	41.2	55.9	2.9	0.0	20.6	I/S	I/S
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	339	99.1	30.3	50.2	15.8	3.8	36.6		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	334	99.1	29.9	50.6	15.6	3.8	36.6		
Socio-Economic Status									
Subsidized meals	244	99.2	32.6	51.3	14.3	1.8	32.6	Yes	Yes
Full-pay meals	97	99.0	25.3	47.4	18.9	8.4	45.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	341	98.8	53.3	34.2	10.3	2.2	12.5
Gender							
Male	173	100.0	52.8	35.4	9.9	1.9	11.8
Female	168	97.6	53.8	32.9	10.8	2.5	13.3
Racial/Ethnic Group							
White	29	100.0	33.3	33.3	25.9	7.4	33.3
African American	299	99.0	55.2	34.9	8.5	1.4	10.0
Asian/Pacific Islander	8	87.5	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	306	98.7	50.9	35.4	11.2	2.5	13.7
Disabled	35	100.0	73.5	23.5	2.9	0.0	2.9
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	339	98.8	53.3	34.1	10.4	2.2	12.6
English Proficiency							
Limited English Proficient	7	85.7	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	334	99.1	52.9	34.4	10.5	2.2	12.7
Socio-Economic Status							
Subsidized meals	244	98.8	57.1	33.5	8.0	1.3	9.4
Full-pay meals	97	99.0	44.2	35.8	15.8	4.2	20.0

Social Studies							
All Students	341	98.8	31.0	44.8	18.2	6.0	24.1
Gender							
Male	173	100.0	33.5	42.2	16.8	7.5	24.2
Female	168	97.6	28.5	47.5	19.6	4.4	24.1
Racial/Ethnic Group							
White	29	100.0	18.5	37.0	44.4	0.0	44.4
African American	299	99.0	32.7	44.8	15.7	6.8	22.4
Asian/Pacific Islander	8	87.5	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	306	98.7	29.1	44.2	20.0	6.7	26.7
Disabled	35	100.0	47.1	50.0	2.9	0.0	2.9
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	339	98.8	30.9	44.8	18.3	6.0	24.3
English Proficiency							
Limited English Proficient	7	85.7	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	334	99.1	30.9	44.6	18.5	6.1	24.5
Socio-Economic Status							
Subsidized meals	244	98.8	35.3	47.3	12.5	4.9	17.4
Full-pay meals	97	99.0	21.1	38.9	31.6	8.4	40.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	118	98.3	12.1	35.3	44.0	8.6	52.6
	4	113	98.2	32.4	43.2	24.3	N/A	24.3
	5	122	100.0	33.6	50.8	13.9	1.6	15.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	113	98.2	14.7	31.4	52.0	2.0	53.9
	4	121	98.4	14.3	60.7	25.0	0.0	25.0
	5	107	99.1	35.0	44.7	20.4	0.0	20.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	118	98.3	15.5	57.8	23.3	3.4	26.7
	4	113	99.1	25.9	60.7	9.8	3.6	13.4
	5	122	100.0	38.5	44.3	10.7	6.6	17.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	113	98.2	19.6	56.9	18.6	4.9	23.5
	4	121	100.0	27.4	48.7	18.6	5.3	23.9
	5	107	99.1	43.7	45.6	9.7	1.0	10.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	113	98.2	39.2	44.1	11.8	4.9	16.7
	4	121	99.2	51.3	38.9	9.7	0.0	9.7
	5	107	99.1	68.9	19.4	9.7	1.9	11.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	113	98.2	16.7	47.1	25.5	10.8	36.3
	4	121	99.2	20.4	54.0	19.5	6.2	25.7
	5	107	99.1	57.3	32.0	9.7	1.0	10.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 734)				
First graders who attended full-day kindergarten	97.8%	Down from 100.0%	100.0%	100.0%
Retention rate	3.0%	Down from 4.0%	3.4%	3.0%
Attendance rate	96.7%	Down from 98.3%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.3%	Down from 8.9%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.2%	Up from 5.7%	3.6%	3.2%
Eligible for gifted and talented	9.7%	Up from 0.0%	9.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.8%	Up from 0.0%	8.7%	8.2%
Older than usual for grade	2.7%	Up from 1.3%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	66.7%	Down from 71.7%	47.6%	52.6%
Continuing contract teachers	96.1%	Up from 83.0%	84.8%	83.3%
Highly qualified teachers	95.7%	Down from 95.8%	93.9%	93.5%
Teachers with emergency or provisional certificates	4.2%	Down from 4.5%	0.0%	0.0%
Teachers returning from previous year	88.4%	Up from 84.1%	86.4%	87.0%
Teacher attendance rate	92.6%	Down from 94.6%	94.9%	95.0%
Average teacher salary	\$41,925	Up 1.5%	\$41,257	\$41,703
Prof. development days/teacher	7.8 days	Down from 10.9 days	13.1 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 18.4 to 1	18.5 to 1	18.8 to 1
Prime instructional time	87.4%	Down from 90.2%	89.6%	89.8%
Dollars spent per pupil*	\$5,934	Up 5.7%	\$6,396	\$6,242
Percent of expenditures for teacher salaries*	69.2%	Down from 69.5%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	90.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Marshall Elementary School, we are proud of so many things! Our school had the highest return of parent surveys in our district and we think that indicates a strong open door policy. Every day, we support our parents who are in charge of their children's education in the equally important social and academic areas.

First and foremost, we are proud of the high percentage of our parents who are satisfied with the learning environment at our school. The learning environment supports the very important academic portion of our children's lives.

Secondly, we are proud of the high percentage of parents who are satisfied with the social and physical environment of our school. The social environment supports the very important interpersonal skill portion of our children's lives. The physical environment is important because a school must be clean and safe.

We always have room to improve, and will strive to do so as we increase opportunities for home/school relations to be examined. Our surveys prove that we have put parents in charge for a long time.

Our school had many firsts this academic year. Our very powerful Parent/Teacher Organization sponsored our first Spring Fair, complete with giant slides and games. We had our inaugural Honor Roll Luncheon for the families of the children who made the Principal's List in third, fourth and fifth grades. We have four local restaurants that provide free luncheons monthly for twelve children whose names are drawn for good conduct on the WMES morning news show. We had our inaugural Valentine's Day Dinner for families and their children to show their love for one another. If you come by our front office, you will see our poster-sized pictures of our beautiful children because we never leave any child behind. For the teepee and Winter Holiday competitions that involve drama, dance, visual, choral and spoken word art forms, Marshall Elementary School won for the entire district for the first time. We had our inaugural Staff Member of the Month Award, drawn on the WMES morning news show on Spirit Day.

A major first for Marshall Elementary School is our recognition that we received in the first months of 2005. We are a pilot site for arts integration from the State Arts Association via our relationship with Arts4Learning in Los Angeles, California. Look for us soon on the Arts4Learning Web site.

We pledge to continue to serve our over 800 children and their families from Child Development to our "seniors" in the fifth grade.

Lisa Jenkins, School Improvement Council Chair
Reggie Revis, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	114	64
Percent satisfied with learning environment	91.8%	81.4%	95.2%
Percent satisfied with social and physical environment	93.9%	82.0%	93.7%
Percent satisfied with school-home relations	81.6%	81.1%	83.6%

*Only students at the highest elementary school grade level at this school and their parents were included.